Tennessee Tech University  
Lesson Plan Template

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| Name: Wendy Picarella  Date: November 21, 2013 Lesson Title: Age of Exploration--Columbus, Vespucci, Magellan Grade/Level: 4 |
| Curriculum Standards |
| *State/Common Core Curriculum Standards*  4.2.01.a. Identify the economic motivations for European exploration and colonization.  4.3.01.a. Locate major countries of the world on a map or globe involved with early American development.  4.3.01.c. Locate the routes of early explorers of North America on a map.  4.3.spi .1. Identify the routes of the explorers of the Americas on a map. |
| Focus Questions/Big Idea/Goal (List all 3) |
| *What question(s), big idea(s), and goals drive your instruction?*  Focus Questions:   * What was the economic motivation underlying European exploration and colonization? * What countries were involved with early American development? * What were the routes of the explorers of the Americas?   Big Ideas:   * The acquisition of spices from Asia was expensive because of Asia’s geographical features. Europeans sought to locate a sea-route to Asia in order to minimize this cost. * The expedition of Christopher Columbus led to the Columbian Exchange. * Spain funded many of the expeditions that led to early American development. * Christopher Columbus traveled from Spain to the West Indies. * Amerigo Vespucci made several expeditions from Spain to South America and the Caribbean. * Ferdinand Magellan is credited as the first explorer to circumnavigate the Earth.   Goal:   * Students will understand the motivations for the explorations that lead to the development of the Americas and appreciate the challenges of these journeys. |
| Lesson Objective(s) |
| *Objectives are measurable.*   1. Students will label the major countries involved in early exploration of the Americas i.e., Spain, Asia, South America, Cuba, and Hispaniola. 2. Students will identify the routes of Christopher Columbus, Amerigo Vespucci, and Ferdinand Magellan. 3. Students will trace the routes of Christopher Columbus, Amerigo Vespucci, and Ferdinand Magellan. 4. Students will identify at least 8 plants or animals that were part of the Columbian Exchange. (Four that moved from Old World to New World and four that moved from New World to Old World) 5. Students will identify and correctly use the vocabulary associated with this unit. |
| Vocabulary/ Academic Language |
| *List and define your vocabulary. What opportunities will you provide for students to practice content language/vocabulary and develop fluency*?  **Vocabulary**  *Navigation:*  Planning and controlling the direction of a ship.  *Columbian Exchange*: The movement of plants, animals, and people between the Eastern and Western Hemispheres.  *Circumnavigate*: To sail all the way around the world.  *Profit:* The money a business has left after all of the bills have been paid.  **Language**  *Hemisphere:* Half of a sphere. Specifically, half of the globe--Eastern and Western.  *Route:* An established, selected, or assigned course of travel.  *Explorer:* A person who travels in search of new geographical or scientific information.  Students will use this vocabulary when participating in group and class discussion. The students will also complete a vocabulary foldable. Definitions are to be constructed individually using personal knowledge and understanding. |
| Material/Resources |
| *What do you need for this lesson?*  Computer--used to access Tripline and Smore websites  *Tripline:*  <http://www.tripline.net/trip/Age_of_Exploration-3665030575121006A389A7819D64428C?n=39>  *Smore:*  <https://www.smore.com/w6ta-the-columbian-exchange>  Mini Booklet  Colored Pencils--Blue, Red, Green, and Brown  Promethean Board  Globe/Map:  <http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1>  Document Camera  Teacher-created example |
| Assessment/Evaluation |

**Formative***: How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback?*

The mini booklet will serve as both a formative and summative assessment tool. At the beginning of the lesson, the students will draw images that they believe are related to the journeys of Columbus, Vespucci, and Magellan. I will ask some of the students to share their drawings so that we may discuss their choices. The lesson is structured to allow student/teacher discussion as well as student/student discussion. I will ask several questions through the lesson to facilitate these discussions, which will allow me to assess and modify instruction as the lesson progresses.

**Summative:** *What evidence will you collect and how will it document student learning/mastery of lesson objective(s)*

At the end of the lesson, the students will be given an opportunity to draw pictures on the front of the mini booklet. I will compare the initial drawings to the final drawings. I will collect the mini booklets in order to review the various sections. The map on the back of the booklet specifically addresses the standard by having the students label major countries and identify/draw the routes of the three explorers discussed in this lesson. As a class we will discuss the plants and animals of the Columbian Exchange.

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| Instruction  (Include a suggested time for each major activity)  **Total Time: 60 Minutes** | List Questions for higher order thinking *These cannot be answered by yes or no.*  (Identify Bloom’s Level of Thinking) |
| Set/Motivator: *How will you engage student interest in the content of the lesson? Use knowledge of students’ academic, social, and cultural characteristics.*  **Annotated Student Drawings**  5 Minutes  Upon entering the class, each student will have a mini booklet and some colored pencils on his/her desk. The front of the mini booklet will be blank and divided into two pre-labeled sections (left and right).  I will tell the students that we will be beginning a unit of study related to the early exploration of the Americas. I will ask the students to use the colored pencils to draw and label at least three images involving this topic on the left side of the mini booklet. This drawing will serve as a formative assessment and will assist me in determining the student’s level of pre-existing knowledge concerning the Age of Exploration. I will allow the students 5 minutes to complete these drawings. I will ask a few of the students to share their drawings with the class so that we can discuss their choices. The booklet will be used throughout the lesson to record information and will also serve as a tool for summative assessment.  **Set Motivator**  3 Minutes  When the students have completed their drawings, I will display an orange, a banana, a McDonald’s bag, a Starbucks cup, and a pair of wool socks. I will ask the students if they can identify any commonalities between *all* of the displayed products. They will likely reply that the orange and the banana are fruits and that McDonald’s and Starbucks are food service establishments. It is doubtful that any connection can be made between the wool socks and any other item. I will explain that while those are indeed characteristics that *some* of the items share, I am seeking a single connection among *all* of the items. I will promote some conversation as a means of eliciting student responses. After some discussion, I will tell the students that Christopher Columbus “brought” us all of these things (oranges, bananas, cows, and sheep). I will briefly explain the Columbian Exchange and tell the students that we will be learning more about Columbus as well as other notable figures from the age of exploration. | Revised Bloom’s Taxonomy Question Prompts  *Remember:*  What is an explorer?  *Understand*: Why is exploration important?  *Understand:* What characteristics must an explorer possess? |
| Instructional Procedures/Learning Tasks**:** *Provide specific resources/details of lesson content and delivery.*  **Vocabulary Introduction**  2 minutes  I will instruct the students to open the mini booklet to the last page. There are four spaces for vocabulary words. I will instruct the students to place the words “navigation”, “Columbian Exchange”, “profit”, and “circumnavigate” in the spaces provided. I will explain to the students that they should keep these words in mind as we proceed through the lesson. They will be required to construct individual definitions based upon their own understandings of the lesson.  **Tripline Exploration**  40 minutes  **Intro:**  4 Minutes  Students will use the computers for the Tripline Exploration and will be instructed to work with their “elbow partner” for the duration of the lesson. I will dismiss one student from each pair to retrieve a computer from the cart in the hallway. Once all of the students have been seated and the computers are on, I will instruct the students to connect to the website for Tripline via the pre-created tab for that site. A link for this is included in the resources section of this lesson plan. I will lead the students through this activity by modeling navigations on the promethean board.    **Christopher Columbus**  11 Minutes  The first site we visit contains information about Christopher Columbus and his expedition. I will instruct the students to open the mini booklet to the first page and to use the information contained on the website to record the required information related to the date of travel, country of origin, and area explored. I will inform the students that they may complete drawing of Christopher Columbus if there is time remaining at the end of the lesson. When the time for this portion of the lesson has ended, we will discuss the student’s findings as a means of confirming that everyone has the proper information.  I will explain the route of Columbus to the students while they are viewing the map on Tripline. I will also assist the students with the identification of Spain and the West Indies both on this website and on a world map. The students will be instructed to label Spain and the Bahamas on the map located on the back of the mini booklet. In addition, the students will be instructed to use a blue colored pencil to draw the route of Columbus on the map.  There are several photos containing question prompts located on the Tripline site. I will instruct the students to click on the pictures and record their answers/thoughts on the second page of the mini booklet. We will also have some discussion as we view the photos and the map.  When the students complete this section, I will instruct them to complete the sections of the vocabulary foldable for “navigation” and “profit”. Students will be asked to create their own definitions for these words based on what they have learned in this portion of the lesson.    **Columbian Exchange**  5 Minutes  Next, I will instruct the students to click on the link for the Columbian Exchange (located on the right side of the Tripline screen). I will continue to model these navigations on the promethean board and will assist the students as needed. As a class, we will discuss the Columbian Exchange in relation to the information contained within the infographic. A link to an image for the Columbian Exchange is located at the bottom of this infographic. I will instruct the students to connect to this link.  When all of the students have navigated to the required page, I will ask them to click on the picture of the Columbian Exchange. The students will use this picture as a reference to complete the graphic organizer (page 3 of the mini booklet) about the exchange of plants and animals between the New World and the Old World. I will instruct the students to include 4 items in each section.  When the students complete this section, I will instruct them to complete the section of the vocabulary foldable for “Columbian Exchange”. Students will be asked to create their own definition for this term based on what they learned in this portion of the lesson.    **Amerigo Vespucci**  10 Minutes  When the activity for the Columbian Exchange is complete, the students will be instructed to return to the previous page containing Tripline. I will then instruct the students to click the link for Amerigo Vespucci (located on the right side of the Tripline page). The students will use the information on this site to complete the requirements in the mini booklet. These requirements are repeated from the previous section--draw a picture of the explorer, provide the date of exploration, the country of origin, and the area explored. I will instruct the students to label Spain and South America on the map on the back of this page and to use an green colored pencil to trace the route of Vespucci on the map. Question prompts to be addressed on the blank page of the mini booklet.    **Ferdinand Magellan**  10 Minutes  Once the students complete their research on Amerigo Vespucci, I will instruct them to click the link for Ferdinand Magellan (located on the right side of the Tripline page). All activities outlined in the previous paragraphs will also be completed for this explorer. I will instruct the students to label North America, South America, Africa, and Asia on the map located on the back of this page. In addition, I will instruct the students to use a red colored pencil to draw the route of Magellan on the map located on the back of the final page.  When the students complete this section, I will instruct them to complete the section of the vocabulary foldable for “circumnavigate”. Students will be asked to create their own definition for this word based on what they have learned in this portion of the lesson.    At this time, I will instruct the students to turn off the computers. The students will be dismissed a few at a time to return the computers to the computer cart. | *Apply:* What types of items would be necessary for survival on this kind of journey?  *Understand*: What tools would be used for navigation?  *Apply:* Why did Europeans want to find a route to Asia?  *Understand*: Why was it so expensive to obtain spices from Asia?  *Understand*: What were the spices used for?  *Understand:* What challenges faced these early explorers?  *Apply:* Why is it important for businesses/countries to have profit?  *Remember*: What was the route of Christopher Columbus?  *Understand:* How did this route lead to the Columbian Exchange?  *Apply*: What kinds of items were exchanged?  *Analyze:* Why would these items be of value/interest?  *Evaluate*: Are these items still useful today?  *Create:* How would your life be different if the Columbian Exchange never happened?  *Remember:* Why did Spain fund these explorations?  *Understand:* How does the journey of Vespucci compare/contrast to that of Columbus?  *Apply*: Why is Vespucci’s exploration important?  *Understand:* How does the journey of Magellan compare/contrast to that of Columbus and Vespucci?  *Apply*: Was it necessary to circumnavigate the world? |
| Closure: *Verbalize or demonstrate learning or skill one more time. May state future learning.*  **Map on Back**  5 Minutes  I will link to the site for the National Geographic interactive map. A link for this map is included in the materials section of this lesson plan. I will use the promethean board to display this site to the classroom.  Next, I will use the tools on this interactive map to trace the route of Christopher Columbus (using blue) and will instruct the students to trace this route on the map on the back of the mini booklet. I will also instruct the students to identify the explorer associated with this route by constructing a key at the bottom of the page. Next, I will trace the route of Amerigo Vespucci (using green) and will instruct the students to trace this route on the map and to identify the explorer associated with this route in the map key. Finally, I will trace the route of Ferdinand Magellan (using red) and will instruct the students to trace this route on the map and to identify the explorer associated with this route in the map key.  **Annotated Student Drawings**  5 Minutes  Now that the students have had the opportunity to construct knowledge concerning the Age of Exploration, I will instruct them to use the last minutes of the lesson to draw three new images on the front of the mini booklet. | *Analyze:* How did the explorations of Columbus, Vespucci, and Magellan benefit society?  *Evaluate:* What are the positive and negative outcomes of these explorations?  *Create:* How do these explorers compare to the explorers of today? How do they contrast? |

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| Adaptations to Meet Individual Needs: *How will you adapt the instruction to meet the needs of individual students? Include -*  *ELL?; SPED?; Gardner’s Learning Styles - Name and specify what happens in the lesson that uses each learning style listed; Other individual needs of the students/class you are teaching?*  **Gardner’s Learning Styles**  This lesson specifically addresses these aspects:  *Verbal/Linguistic:* Students investigate Columbus, Vespucci, and Magellan; students are prompted to answer several questions related to the experiences of these explorers. Students record their findings in a mini booklet.  *Visual/Spatial:* Students are instructed to recreate the routes of these explorers in the mini booklet. Students view several maps in relation to the lesson. Students also use the mini booklet to create images related to this unit of study.  *Intrapersonal:* Students are asked several questions that require them to understand their personal thoughts/feelings in relation to these journeys.  *Interpersonal:* Students are encouraged to discuss the lesson with their peers as well as with the teacher. The mini booklets will be displayed in the classroom at the conclusion of this unit.  *Logical/Mathematical:* Using the information provided on the Tripline website, the students will be able to determine the total number of miles traveled by each explorer.  **Management/Safety Issues:**  *Are there any management and/or safety issues that need to be considered when teaching this lesson?*  The students will be reminded that computers are fragile equipment and should always be handled properly. The students will also be monitored during their usage of the internet to insure that they remain on task. There are no other foreseeable safety issues. |
| Rationale/Theoretical Reasoning:  **Common Misconceptions about...**  It is a misconception of several students that Christopher Columbus discovered America. On his infamous journey, Columbus actually discovered what would become known as the Bahamas. Students often do not associate other explorers with the exploration of the Americas. It is also a common misconception that Columbus’s journey was intended to prove that the world was round. Columbus’s intended to find an all-sea route to Asia.  While Ferdinand Magellan is credited as the first explorer to circumnavigate the Earth, he did not survive the entire journey. He was killed en route--the crew of Magellan were actually the first to circumnavigate the Earth.  **Multiple Intelligences**  This lesson specifically addresses verbal/linguistic, visual/spatial, intrapersonal, interpersonal, and logical/mathematical intelligences in order to help students comprehend the concepts related to the age of exploration. How this lesson incorporates these theories is discussed in the “Adaptations to Meet Individual Needs” section of this lesson plan.  Gardner, H. (2000). I*ntelligence Reframed: Multiple Intelligence for the 21st Century*. New York: Basic Books.  **Vygotsky**  This lesson incorporates Lev Vygotsky’s Sociocultural Theory by having the students discuss their ideas and findings with peers. Some students will share their findings with the whole class. This form of instruction helps students construct individual understanding by processing other’s thoughts and ideas.  Vygotsky, L.S. (1978). *Mind in Society. The Development of Higher Psychological Processes.* Cambridge, MA: Harvard University Press.  **Bloom’s Taxonomy**  This lesson emphasizes Benjamin Bloom’s Taxonomy by asking questions related to the various levels of remember, understand, apply, analyze, evaluate, and create. These questions can not be answered by a simple yes or no, but require that the students employ higher-order thinking. These types of questions facilitate a greater understanding of the reasons for exploration and the positive and negative outcomes of such explorations.  Bloom’s Taxonomy. (n.d.) Retrieved from <http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm>  **Bruner**  I use Jerome Bruner’s Constructivist Theory to help students construct individual knowledge. I instruct the students to create their own knowledge of the vocabulary terms by using what they have learned throughout the lesson to define the terms. The students also draw a picture that relates to the vocabulary word and are required to use the word in a sentence. I provide time for reflections within the closing section of the lesson when the students are given time to use their knowledge to write a brief reflection in the form of a post card.  Constructivist Theory. (n.d.) Retrieved from <http://instructinaldesign.org/theories/constructivist.html>  **Marzano**  Of Marzano’s Nine Essential Instructional Strategies that have been shown to increase student achievement, this lesson specifically employs the following:  *Summarizing and Note Taking:*  The students use the mini booklet to record information about the explorers, the routes, and the reasons for exploration.  *Reinforcing Effort and Providing Recognition:* Students who appear to struggle with the activity will be provided reinforcement throughout the lesson. All students will be verbally praised for their participation and effort.  *Homework and Practice:* Students practice drawing the routes of the explorers during the lesson.  *Nonlinguistic Representation:* Various pictures and graphics are included on the Tripline website as well as the online infographic (Smore) for the Columbian Exchange.  *Setting Objectives and Providing Feedback:* The objectives are clearly stated at the beginning of the lesson. Feedback will be ongoing throughout the lesson. |
| References: *List the references used in this lesson*  Fritz, Jean, and Anthony Bacon Venti. *Around the World in a Hundred Years: From Henry the Navigator to*  *Magellan*. New York: Scholastic, 1994. Print.  Hakim, Joy, and Byron Hollinshead. *A History of US*. New York: Oxford UP, 2005. Print.  Page, Keeley. "Annotated Student Drawings." *Science Formative Assessment: 75 Practical Strategies for*  *Linking Assessment, Instruction, and Learning*. Thousand Oaks, CA: Corwin, 2008. 53-56. Print.  Viola, Herman J. "An Age of Exploration." *Houghton Mifflin Social Studies: United States, the Early Years.*  Boston, MA: Houghton Mifflin, 2009. 68-79. Print. |
| Reflections/Future Modifications:*To what extent did the class learn what you intended them to learn? What will be your next steps instructionally? What did you learn about your students as learners? What have you learned about yourself as a teacher?*  This lesson was very involved. I am glad that I created the Tripline and Smore tools for the students to look at and manipulate as the lesson progressed. However, there was so much information that I did not have time to review all of the points that I thought were necessary for understanding the information on a deeper level. I suppose that it is better to have too much information than to not have enough information, but I would have liked for the students to have more of an opportunity to immerse themselves in this lesson. I knew that there was going to be a push for time, I just did not think that I would feel as rushed as I did. I believe that it would be optimal to stretch this lesson out into two 60 minute sessions. This would give me time to have more conversations with the students rather than pushing the information just so they can complete a formative assessment.  I feel that I was able to modify the lesson fairly well in order to convey what was important, even if I did have to leave some of the “more fun” things out of the lesson. I had originally planned to have the students create a postcard from the viewpoint of one of the explorers, but had to remove that entirely from the lesson because of time constraints. I had considerable struggle with dispersing the 60 minutes across the activities in a manner that would permit student understanding.  I could have used the first example for Christopher Columbus to scaffold the process for completing the mini booklet. This would have helped the class to understand what I expected and would have given them more opportunity to ask questions related to the activity.  I do feel that the class learned what I intended. The formative assessment was well received and was completed correctly by most of the students. I did have some trouble manipulating the online interactive map and that could have affected the students’ performance on the assessment. All in all, the standard was addressed and the students were able to identify the routes of Columbus, Vespucci, and Magellan.  The class did well with the computers. They were respectful of the equipment and did not have to be coached much during the lesson. There were a couple of glitches during the lesson that were easily resolved and the students were very patient. I feel that they really enjoyed using the computers and their behavior was consistent with what was expected. I would be inclined to create additional computer-based lessons for this class. I believe the tangible nature of the lesson permitted even the lower-level learners to absorb and process the information quite well.  During the lesson, there were several times that students were asking questions or making comments that were not related to the material. It was not difficult for me to redirect these students. I feel that I managed the behaviors well and that the students showed a high level of respect and attention for the duration of the lesson.  I enjoyed creating this lesson. I even learned a few things along the way and was able to share some of that with the class. I will use this lesson for future classes, but I will modify parts of the instruction so that I have time to talk about the most important details. Overall, I feel that the lesson went well and that the students were able to meet the expectations outlined in the lesson objectives. |